

Berkeley Intermediate

777 Stoney Landing Rd.
Moncks Corner, SC 29461

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 3-5 Elementary School | |
| Enrollment | 698 Students | |
| Principal | Madelin Gibson-Guy | 843-899-8870 |
| Superintendent | Dr. J. Chester Floyd | 843-899-8600 |
| Board Chair | Kathleen Bounds | 843-761-5437 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 27 | 64 | 4 | 0 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Average | Below Average | No |
| 2004 | Average | Below Average | No |
| 2005 | Average | Below Average | No |
| 2006 | Average | Below Average | No |

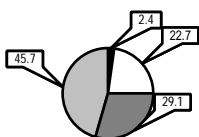
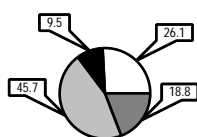
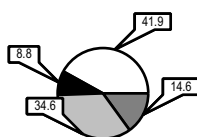
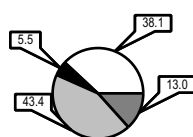
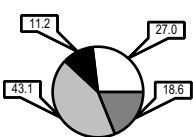
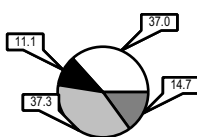
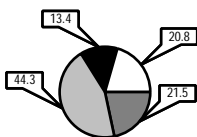
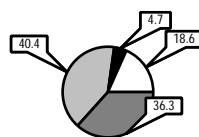
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Our School****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 704 | 99.7 | 22.6 | 45.8 | 29.2 | 2.4 | 44.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 376 | 99.5 | 28.3 | 43.6 | 26.0 | 2.0 | 38.2 | N/A | N/A |
| Female | 328 | 100.0 | 16.2 | 48.2 | 32.7 | 2.9 | 50.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 384 | 99.7 | 15.5 | 42.9 | 37.9 | 3.7 | 53.4 | Yes | Yes |
| African American | 294 | 99.7 | 30.5 | 50.9 | 17.6 | 1.1 | 32.3 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 23 | 100.0 | 40.0 | 25.0 | 35.0 | 0.0 | 45.0 | I/S | I/S |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 600 | 99.7 | 15.5 | 47.7 | 33.9 | 2.9 | 50.8 | N/A | N/A |
| Disabled | 104 | 100.0 | 62.0 | 35.0 | 3.0 | 0.0 | 7.0 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 704 | 99.7 | 22.6 | 45.8 | 29.2 | 2.4 | 44.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 17 | 100.0 | 50.0 | 21.4 | 28.6 | 0.0 | 35.7 | I/S | I/S |
| Non-Limited English Proficient | 687 | 99.7 | 22.0 | 46.3 | 29.2 | 2.5 | 44.3 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 427 | 99.5 | 28.8 | 52.3 | 18.2 | 0.8 | 33.6 | Yes | Yes |
| Full-pay meals | 277 | 100.0 | 13.1 | 35.9 | 45.9 | 5.0 | 60.2 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 704 | 99.7 | 26.0 | 45.8 | 18.8 | 9.5 | 42.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 376 | 99.5 | 25.4 | 45.1 | 19.9 | 9.5 | 43.9 | N/A | N/A |
| Female | 328 | 100.0 | 26.5 | 46.6 | 17.5 | 9.4 | 41.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 384 | 99.7 | 16.7 | 43.8 | 24.3 | 15.3 | 56.2 | Yes | Yes |
| African American | 294 | 99.7 | 36.6 | 48.0 | 12.5 | 2.9 | 25.8 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 23 | 100.0 | 45.0 | 45.0 | 10.0 | 0.0 | 35.0 | I/S | I/S |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 600 | 99.7 | 20.7 | 46.8 | 21.8 | 10.6 | 47.4 | N/A | N/A |
| Disabled | 104 | 100.0 | 55.0 | 40.0 | 2.0 | 3.0 | 16.0 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 704 | 99.7 | 26.0 | 45.8 | 18.8 | 9.5 | 42.6 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 17 | 100.0 | 50.0 | 50.0 | 0.0 | 0.0 | 28.6 | I/S | I/S |
| Non-Limited English Proficient | 687 | 99.7 | 25.4 | 45.7 | 19.2 | 9.7 | 42.9 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 427 | 99.5 | 35.4 | 46.2 | 13.4 | 5.1 | 31.6 | Yes | Yes |
| Full-pay meals | 277 | 100.0 | 11.6 | 45.2 | 27.0 | 16.2 | 59.5 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 704 | 99.6 | 41.7 | 34.7 | 14.7 | 8.9 | 23.5 |
| Gender | | | | | | | |
| Male | 376 | 99.2 | 39.7 | 33.6 | 16.2 | 10.4 | 26.7 |
| Female | 328 | 100.0 | 44.0 | 35.9 | 12.9 | 7.1 | 20.1 |
| Racial/Ethnic Group | | | | | | | |
| White | 384 | 99.7 | 26.6 | 38.7 | 20.3 | 14.4 | 34.7 |
| African American | 294 | 99.3 | 59.4 | 30.6 | 7.6 | 2.5 | 10.1 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 23 | 100.0 | 65.0 | 20.0 | 15.0 | 0.0 | 15.0 |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 600 | 99.5 | 36.3 | 37.0 | 16.6 | 10.1 | 26.7 |
| Disabled | 104 | 100.0 | 72.0 | 22.0 | 4.0 | 2.0 | 6.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 704 | 99.6 | 41.7 | 34.7 | 14.7 | 8.9 | 23.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 17 | 100.0 | 78.6 | 14.3 | 7.1 | 0.0 | 7.1 |
| Non-Limited English Proficient | 687 | 99.6 | 40.9 | 35.2 | 14.8 | 9.1 | 23.9 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 427 | 99.3 | 51.6 | 34.9 | 10.1 | 3.3 | 13.4 |
| Full-pay meals | 277 | 100.0 | 26.6 | 34.4 | 21.6 | 17.4 | 39.0 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 704 | 99.6 | 37.9 | 43.6 | 13.0 | 5.5 | 18.5 |
| Gender | | | | | | | |
| Male | 376 | 99.2 | 41.2 | 38.0 | 15.4 | 5.5 | 20.9 |
| Female | 328 | 100.0 | 34.3 | 49.8 | 10.4 | 5.5 | 15.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 384 | 99.7 | 29.4 | 45.2 | 16.1 | 9.3 | 25.4 |
| African American | 294 | 99.3 | 47.5 | 42.8 | 8.6 | 1.1 | 9.7 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 23 | 100.0 | 55.0 | 30.0 | 15.0 | 0.0 | 15.0 |
| American Indian/Alaskan | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 600 | 99.5 | 32.1 | 46.9 | 14.6 | 6.3 | 20.9 |
| Disabled | 104 | 100.0 | 70.0 | 25.0 | 4.0 | 1.0 | 5.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 704 | 99.6 | 37.9 | 43.6 | 13.0 | 5.5 | 18.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 17 | 100.0 | 50.0 | 35.7 | 14.3 | 0.0 | 14.3 |
| Non-Limited English Proficient | 687 | 99.6 | 37.7 | 43.8 | 13.0 | 5.6 | 18.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 427 | 99.3 | 46.1 | 45.1 | 7.6 | 1.3 | 8.9 |
| Full-pay meals | 277 | 100.0 | 25.5 | 41.3 | 21.2 | 12.0 | 33.2 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 205 | 100.0 | 17.6 | 33.7 | 46.5 | 2.1 | 48.7 |
| | 4 | 259 | 100.0 | 26.0 | 48.8 | 24.8 | 0.4 | 25.2 |
| | 5 | 265 | 99.6 | 34.3 | 44.9 | 18.8 | 2.0 | 20.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 223 | 99.6 | 17.0 | 39.0 | 39.0 | 5.0 | 44.0 |
| | 4 | 235 | 100.0 | 20.2 | 47.1 | 30.9 | 1.8 | 32.7 |
| | 5 | 246 | 99.6 | 29.7 | 50.4 | 19.0 | 0.9 | 19.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 205 | 100.0 | 16.6 | 58.8 | 18.2 | 6.4 | 24.6 |
| | 4 | 259 | 99.6 | 26.5 | 44.5 | 18.4 | 10.6 | 29.0 |
| | 5 | 265 | 99.6 | 33.9 | 40.0 | 14.3 | 11.8 | 26.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 223 | 99.6 | 26.0 | 54.5 | 14.5 | 5.0 | 19.5 |
| | 4 | 235 | 100.0 | 25.1 | 36.3 | 26.0 | 12.6 | 38.6 |
| | 5 | 246 | 99.6 | 26.7 | 47.4 | 15.5 | 10.3 | 25.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 205 | 100.0 | 43.9 | 39.6 | 13.4 | 3.2 | 16.6 |
| | 4 | 258 | 100.0 | 47.3 | 39.6 | 9.4 | 3.7 | 13.1 |
| | 5 | 265 | 99.6 | 51.0 | 28.2 | 9.0 | 11.8 | 20.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 223 | 99.6 | 45.5 | 38.0 | 12.0 | 4.5 | 16.5 |
| | 4 | 235 | 100.0 | 40.8 | 28.7 | 22.0 | 8.5 | 30.5 |
| | 5 | 246 | 99.2 | 39.4 | 37.7 | 10.0 | 13.0 | 22.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 205 | 100.0 | 25.1 | 54.5 | 13.9 | 6.4 | 20.3 |
| | 4 | 258 | 100.0 | 27.3 | 52.2 | 15.9 | 4.5 | 20.4 |
| | 5 | 265 | 99.6 | 45.3 | 40.8 | 10.2 | 3.7 | 13.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 223 | 99.6 | 28.0 | 49.0 | 17.0 | 6.0 | 23.0 |
| | 4 | 235 | 100.0 | 29.6 | 49.3 | 16.1 | 4.9 | 21.1 |
| | 5 | 246 | 99.2 | 54.5 | 33.3 | 6.5 | 5.6 | 12.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 698) | | | | |
| First graders who attended full-day kindergarten | N/R | N/A | 100.0% | 100.0% |
| Retention rate | 2.7% | Up from 2.4% | 2.7% | 2.8% |
| Attendance rate | 96.8% | Up from 96.5% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | Down from 2.5% | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | Down from 2.2% | 0.0% | 0.0% |
| Eligible for gifted and talented | 8.1% | Down from 9.5% | 11.1% | 10.4% |
| On academic plans | 44.1% | N/AV | 36.6% | 33.6% |
| On academic probation | 0.0% | N/AV | 1.7% | 1.0% |
| With disabilities other than speech | 8.1% | Down from 10.3% | 8.2% | 7.5% |
| Older than usual for grade | 0.9% | Down from 2.1% | 0.8% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.1% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n= 39) | | | | |
| Teachers with advanced degrees | 51.3% | Up from 44.2% | 55.0% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 0.0% | N/A | 0.0% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 0.0% | 0.0% |
| Teachers returning from previous year | 85.2% | Up from 85.1% | 88.5% | 87.3% |
| Teacher attendance rate | 93.4% | Down from 94.8% | 94.8% | 94.9% |
| Average teacher salary | \$39,818 | Up 2.3% | \$42,518 | \$42,485 |
| Prof. development days/teacher | 32.1 days | Up from 12.8 days | 14.0 days | 13.3 days |
| School | | | | |
| Principal's years at school | 11.0 | No change | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.1 to 1 | Down from 23.6 to 1 | 18.3 to 1 | 18.6 to 1 |
| Prime instructional time | 89.6% | Down from 90.1% | 89.5% | 89.7% |
| Dollars spent per pupil* | \$5,670 | Down 2.4% | \$6,339 | \$6,557 |
| Percent of expenditures for teacher salaries* | 54.1% | Down from 55.4% | 63.7% | 64.0% |
| Percent of expenditures for instruction* | 58.6% | | 69.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Good | No change | Excellent | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 2.5% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.9% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | Yes |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berkeley Intermediate School is a public elementary school built in 1995 serving 707 students in grades 3, 4, and 5. The student population is comprised of 54% white, 42% black, and 4% other ethnic groups. The school qualifies for Title I based on 61.54% of the students being eligible for free and reduced lunch.

Students performing below grade level are identified each year, and an Academic Assistance Plan is created by teachers and parents together to improve student achievement in Language Arts, Math, Science, and Social Studies. The school provides computer-assisted instruction and daytime and after-school tutoring in math and reading to students identified as needing additional interventions for improvement. The curriculum incorporates Explicit Instruction, Fast Forward, and Project Read to improve English/Language Arts; to improve math, Every Day Math, Terrific Six, Problem Solver and Shape Bait are used. MAP assessment provided teachers feedback to plan for remediation and/or acceleration of student learning.

The school has implemented its improvement goals through the school-wide Accelerated Reading Program, Century 21 After School Program, Math Buddy Program, weekly family reading night, weekly math project for parent involvement, FUNDamental Math, Reading, Science and Social Studies Night for the family, service learning projects, career day, a walking wellness program, community and parent volunteers, School-to-Work activities, and computer literacy.

Test scores indicate our students continue to improve by meeting or exceeding standard: 83.3% in English Language Arts, 82.3% in Math, 55.4% in Science, and 73.8% in Social Studies. The Red Carpet school incorporates parents, staff, and the community in its decision-making process. The School Advisory Board, parents, and staff recognize the need for continued improvement and endorse reducing class size and the continuation of Project Read as our focus for the year.

Madelin J. Gibson-Guy, Principal
Marguerite Bryant, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 35 | 229 | 125 |
| Percent satisfied with learning environment | 68.6% | 76.0% | 86.9% |
| Percent satisfied with social and physical environment | 88.6% | 80.7% | 90.0% |
| Percent satisfied with school-home relations | 65.7% | 85.0% | 77.9% |

*Only students at the highest elementary school grade level at this school and their parents were included.